

Access, Equity and Opportunity

We know what 4-H can do in the lives of young people. Now, more than ever before, we must ensure that 4-H serves all communities by providing equitable access and opportunity for all youth, volunteers and staff. We must be aggressive in reaching unserved, underserved, and under-represented children and their families and in leveraging our extensive networks and technology to help people make decisions and solve problems.

Goal 1:

Extension and 4-H will develop an ethic of access and opportunity for all youth.

Alaska

Team Venture

Situation:

Homer is a small city of 5,000 residents predominantly white and Russian immigrants, whereas across the bay there are Native villages that are predominately Native Alaskan. The location of those villages isolates the Native people from those on the Peninsula. Ethnicity and cultural differences create barriers. Misunderstandings have also contributed to the barriers between these groups of people.

Program Description:

Team Venture began as a pilot program the summer of 2001 targeting youth 10 – 18 years of age of the Homer/Kachemak Bay area. The camping was primarily located in Kachemak State Park. This program was developed in a collaborative effort with Alaska State Parks, Homer Kachemak Bay Rotary, National 4-H Council and Deft, Inc. in response to the following needs:

- Devastation of Alaska's forest due to the spruce bark beetle infestation.
- Lack of summer activities for the youth of Homer and the Native Villages of Port Graham and Nanwalek
- Need for cross-cultural awareness and sensitivity
- Need for the development of leadership, communication and team building skills in youth

This program gives youth from Homer and from the Native Villages of Port Graham and Nanwalek a chance to camp, hike, kayak, exchange cultural backgrounds and build relationships. Unfortunately, weather prevented the Native youth from joining the group last year, but 12 youth from Homer were able to plant 6 eight-foot paper birch trees at Halibut Cove Lagoon in Kachemak State Park.

This year Team Venture was expanded by conducting three 5-day trips across the Bay. Each trip had 10 youth, 5 from Homer and 5 from the Native villages of Port Graham and Nanwalek. 500 yearling spruce trees and 44 pine trees were planted in the park. Kayaking, low impact camping, rock climbing, study of Alutiiq culture, team building and nonviolent communication skills through games and discussion were also part of each trip.

The trips were led by two adults and a youth. They worked together to organize and implement each phase of the trips. The umbrella organization for Team Venture is Choices for Teens, a youth/adult partnership serving youth with a variety of programs one of which is 4-H membership and activities. Their board of directors is half youth. Youth are involved in all levels of planning, implementing and evaluating their projects.

Stakeholder Satisfaction:

The combined FTE commitment for Team Venture was: 1.0 for the Camp Director and: 1.2 for the two assistants (1 youth and 1 adult). 3 five-day trips were conducted in Kachemak State Park consisting of an equal distribution of Native Alaskan and Caucasian youth. Each trip began with a Cultural Scavenger Hunt at the Pratt Museum. The teens searched the Alutiiq Exhibit for cultural clues. They camped overnight at the Jack Gist Recreational Park in Homer to check their equipment. The next four days were spent across the bay at Halibut Cove lagoon where they planted trees, rock climbed, kayaked and hiked. They participated in team building activities that promoted cultural exchange and development of positive communication skills.

Participant and stakeholder satisfaction is indicated through the enthusiasm and good will generated by the collaborative efforts of all concerned. The youth had a great time, gaining a sense of self worth for being able to give back to nature, and forging new friendships between their isolated communities.

Accomplishments and Impacts:

Since its pilot program last summer, Team Venture has impacted 45 youth from Homer, Port Graham and Nanwalek and 6 adult supervisors/chaperones. Collaboration between Homer and the Native Villages has fostered goodwill, promoting an increased sense of connectedness between our otherwise isolated communities. Due to the nature of this program, future collaborative efforts will be possible to continue to build bridges of friendship and understanding between differing cultures. Financially challenged youth who would never have had the opportunity to go to the State Park, rock climb or kayak were able to experience the adventure of these sports.

Resource Commitment:

National 4-H Council with Deft Inc: \$1,000

Center for Mental Health Services and Department of Health and Human Services: \$5,000

Alaska Department of Parks and Recreation: \$10,410

Homer Kachemak Bay Rotary: \$400

Collaborators:

Alaska State Parks; Port Graham Safety Officer, Port Graham Village Council, Homer Air; Mako's Water Taxi; Pratt Museum, Kachemak Bay Rotary

Contact Person(s):

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Base program areas to which this program applies:

4-H Youth Development

Colorado

Challenge Colorado Therapeutic Riding/4-H Program

Situation:

In Fall of 2000 a BOCES (Board of Cooperative Services) special education instructor was looking for additional ideas to help with educational programs for students with disabilities. Hippotherapy, or therapy on horseback, has been known to assist in the remediation of various disabilities.

Program Description:

Challenge Colorado Therapeutic Riding/4-H Program began with several meetings with the special education staff at Monte Vista High School. Participating partners discussed services that could be provided and commitments were finalized.

Participating students are bussed to the indoor arena at Ski Hi Park in Monte Vista Colorado. During the academic year students meet one time per week. In the summer, students attending the summer program meet twice per week. Students are grouped according to disability. Participants are then moved through a series of steps to prepare them for actually riding. These include getting acquainted with horses, grooming, and balancing activities on a saddled barrel. From this point students begin walking horses, and are allowed to move up based on their skill and developmental capabilities. Currently some students are trotting.

Sessions are divided into leisure or sport riding, and hippotherapy. Severely disabled students work on specific muscle groups, speech, balance and control. At the end of the school year, in April, we have a "Horse Fair" and invite parents, staff and members of the community. Extended services students in the various classrooms select and research a horse-related topic, and develop a display. Students have actually made costumes for display. Students also prepare food items for the fair, related to the theme. Approximately 200 attended this year, when the theme was "America the Beautiful".

Student volunteers from the Delta Center provide additional care for animals on a regular basis. Adult volunteers from the community provide assistance as walkers and lead line staff. All of the horses are donated for the use of the program, and the adult volunteers help to provide usability evaluation of animals.

Stakeholder Satisfaction:

This program has been very well received, and all participants have expressed a strong degree of satisfaction. Professional staff, volunteers, and parents of the students have expressed a commitment to keep this program going.

Extension FTE commitment is minimal, school FTE commitment is quite extensive.

Weekly meetings last for most of an afternoon; additional classroom work is part of the program when warranted by subject matter. This program provides an opportunity for developmentally disabled students to have an activity that is extra curricular in nature that other students can look up to.

Accomplishments and Impacts:

Professional staff members and volunteers determine the appropriate activities that will give measurable results and evaluate all students. Among the 40 + regular participants in the Challenge Colorado Therapeutic Riding/4-H Program, continued monitoring has shown that cognitive, physical and emotional skills have improved.

Skills	Measurement
Cognitive	Students are able to guide and direct the horse and walkers to specific points and through patterns, and to accomplish maneuvers based on commands.
Physical	Students demonstrate increased ranges of motion, flexibility and motor control.
Emotional	Student participation is a privilege, not a right, and understanding that they must earn the privilege by specific acceptable behaviors improves students' emotional skills.

Resource commitment:

Specialists (physical, speech, occupational, vision and psychological) are given release time to participate one day a week during the academic school year. All other staffing is by volunteers. Donations and small cash grants cover costs. Most of the 14 San Luis Valley school districts have students involved in, and provide some programming based on the students' involvement. Rio Grande County provides free use of the indoor riding facility and stalls for horses at no charge. Animals for the program are donated; donations and grant money pay for feed. Special equipment, headgear, tack, mounting blocks and ramps have been donated, or obtained through small grants.

Collaborators:

- Alpine Vet Clinic,
- Back Country Horsemen,
- Carol Pastore, Speech and Language Pathologist,
- Delta Center,
- High School service clubs(FBLA, Student Council, etc.),
- Joe Henson (farrier),
- Jon Cryer (Physical Therapist),
- Mental Health,
- Monte Vista City Council,

- San Luis Valley BOCES,
- San Luis Valley Dressage and Combined Training Club,
- Schall Chemical,
- Monte Vista Coop,
- Monte Vista Parks and Recreation,
- Monte Vista School District
- Rio Grande County Commissioner

Contact Person:

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Base program areas to which this program applies:

4-H Youth Development

Georgia

4-H Down's Syndrome Initiative

Situation:

Youth can ignore, avoid, and even be insensitive and cruel to those who are different including those with disabilities or birth disorders. Children with Down's Syndrome are often not included or involved in youth development organizations. The Crisp County Heaven Sent Down's Syndrome Support Group turned to Crisp County 4-H assistance.

Children with Down's Syndrome received benefits from 4-H involvement, and traditional 4-H members developed an ethic of acceptance, empathy, and the willingness to give of themselves to others through the Crisp County 4-H Down's Syndrome Initiative.

Program Description:

When a high school student with Down's Syndrome joined Crisp County 4-H, most of the 25 active members of the club did not understand Down's Syndrome or know how to relate to those with DS. The Down's Syndrome Initiative, a multi-faced approach to the access, equity and opportunity situation, was implemented.

Three mothers who are the parents of Down's Syndrome children volunteered to teach the 4-H members an educational program on "Understanding Youth with Down's Syndrome". 4-H youth who received the training were invited to have hands-on experiences with pre-school children born with Down's Syndrome. Twenty 4-H'ers volunteered and were trained to provide child care during the area Heaven Sent Down's Syndrome Support Group meetings.

4-H members who volunteered played games, read stories, and interacted with young children with Down's Syndrome at the monthly support group meetings. 4-H youth worked under the

supervision and direction of adult volunteers.

4-H'ers also made basket liners and put together information baskets that the support group delivered to parents of newborns with Down's Syndrome.

Stakeholder Satisfaction:

The Down Syndrome Initiative involved twelve adult volunteers, twenty-five 4-H teens, and six children with Down syndrome. The experience for 4-H'ers included formal training, hands-on activities, the opportunity to develop sensitivity to others, and the desire to be engaged in philanthropic service. A win-win situation was created for Down's Syndrome youth and 4-H members.

Accomplishments and Impact:

The Down Syndrome Initiative was very successful, and it impacted the lives of those involved. The high school youth with Down's Syndrome who joined 4-H experienced acceptance, inclusion, and help from the Crisp County Senior 4-H Club. She was involved in meetings, fundraisers, service learning activities, and a weekend 4-H conference.

As an added benefit, the club embraced equity in other areas. The club membership now includes Caucasians, African-Americans, Hispanics, gifted students, and a mentally handicapped student as well as the member with Down's Syndrome.

Youth involved in the Down's Syndrome Initiative ranked themselves high in the personal traits of understanding, caring, and compassion after participating in the activities for six months. One 4-H'er wrote, "I learned that children and teens with Down's Syndrome have the same emotions and needs as other children and teens. You should be friendly, kind, and caring with people who have Down's Syndrome just as you should be with all people. I am very proud to have been part of this project. I believe the things I learned will stay with me for a lifetime."

The response of Crisp 4-H'ers was so great that there was a waiting list of eager 4-H'ers who wanted to volunteer to provide child care and work with DS children. One youth in the Down's Syndrome Initiative became very interested in learning more about the genetic condition. She completed extensive research, wrote a ten minute demonstration, made photos and posters, interviewed DS families, competed at 4-H project achievement, and won first place honors with her project on Down's Syndrome.

Resource Commitment and Collaborators:

The initiative was conducted with limited resources but strong collaborative efforts. Collaborating groups contributing to the success of the program were the Heaven Sent Down Syndrome Support Group, parent volunteers, and Pinecrest Center where meetings were held. Local media, including WSST television and the Cordele Dispatch newspaper, provided coverage for the initiative.

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Other Base Program Areas This Program Applies To:

Leadership and Volunteer Development

Family Development and Resource Management

New Hampshire

Inclusion of All Youth at NH 4-H Camps**Situation:**

As defined by the Americans with Disabilities Act, Title III, camps, as public accommodations, are obligated to provide reasonable accommodations for youth with disabilities. In NH, approximately 14.5 % of youth in schools are in special education. These youth are in need of quality summer camp experiences, in both day and residential camp programs.

Program Description:

NH 4-H Camps have worked closely with school districts and families to support youth of all abilities in its summer camp programs. While many youth who are receiving special education services attend a NH 4-H Camp, through close collaboration with area special education departments and families, twelve campers who are extraordinary fragile were supported during the 2002 season at Bear Hill 4-H Camp. Nine of these campers attended camp with 1:1 aides. All aides attended a pre-camp training conducted by camp staff, during which they toured the facilities, meet the staff with whom they would be working, and reviewed program schedule. The specific disabilities included William's syndrome, Down's syndrome, Noonan's syndrome, and bi-polar disorder.

All campers participated in the general camp activities, with their individual aides and/or camp staff providing the necessary modifications to maximize participation.

Stakeholder Satisfaction:

Of the twelve campers participating in camp this summer, two successfully attended all eight weeks of camp. One camper attended five weeks of camp, five attended four weeks, three attended one week, and one camper completed 3 days, and went home early due to inability of aide to compete the full week session. For all these youth, successful completion of their enrolled sessions was the strongest indicator of success. The camp staff was able to provide the necessary supports (flexibility in schedule, housing and feeding of additional people, training opportunities, and additional staff coverage).

One collaborating school partner provided Crisis Prevention Intervention training for all camp staff who would interact with their student while he attended camp. Another school district provided additional staff coverage when the camper's needs exceeded the abilities of his assigned aide. Children of two aides participated in the day camp program at Bear Hill Camp.

Accomplishments and Impacts:

As a result of program participation, all twelve campers experienced success through completion of the program, making new friends, and appreciation of the out-of-doors. These are children who without the necessary supports in place, would have not been successful at camp. In addition to the successful experiences had by the campers, staff learned to appreciate the diversity these campers brought to the camp environment, and other campers developed a sense of understanding for those different from themselves.

Resource Commitments:

School districts providing personal aids, Scholarship dollars from the 4-H Foundation of NH,

Collaborators:

Karen Kulick, Special Educator, Dunbarton Elementary School, Dunbarton, NH

Jolen Aubin, Special Educator, 3 Rivers Middle School, Pembroke, NH

Mary Beth LaSalle, Special Education Coordinator, Windham School District, Windham, NH

Ann E. Dolloff, 4-H Youth Development Specialist, UHN Cooperative Extension

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Base Program Areas:

4-H Youth Development

New Jersey

Family Camp

Situation:

Families who meet any of USDA's poverty risk factors typically have children who are susceptible to a number of negative outcomes such as child abuse and neglect, substance abuse, crime, teenage pregnancy, violence, poor health, underachievement and various other outcomes. At-risk families face many challenges on a daily basis that impede positive communication among family members. Family camp was specifically designed to strengthen at-risk families. Participants were from NJ's identified Children Youth and Families At-Risk (CYFAR) Community Sites, all of which are urban.

Program Description:

The weekend Family Camp was developed as a way to combine educational adventure activities with structured recreational opportunities to promote positive family communication. Professional facilitators led the small family unit's educational adventure activities, which were two and a half hours in length, before and after lunch on Saturday of camp. Approximately fifteen hours of recreational free time over the weekend provided families with relaxation and

opportunities to implement skills acquired during the educational sessions. Seven of those recreational hours consisted of structured activities for families who wished to participate.

Expected benefits:

1. Increase communication among family members
2. Provide opportunities for family socialization and fun
3. Identify barriers to positive communication
4. Identify values the family feels are important
5. Identify barriers to family values
6. Provide opportunities in which the family may implement values

Stakeholder Satisfaction:

.25 FTE commitment to the project included planning, training, and implementing the program. Family camp weekend addressed 22 of the Search Institute's 40 Developmental Assets kids need to thrive, and 3 of the 15 National Drop Out Prevention Center's key prevention elements. Because the families learned positive communication skills as a family unit, the changes are longstanding despite only being an annual program. The family as a whole participated in various experiential, hands-on educational activities that challenged individuals to learn about each other, respect each other, and spend quality time learning together in the backdrop of a camp setting for a weekend. The vision was to build on family strengths by reinforcing the importance of the family unit and increasing positive communication among family members. Using adventure-based activities in a specific metaphorical framework, facilitators addressed difficult issues light-heartedly during teachable moments when the family is not in crisis. The program allowed for cognitive restructuring and opportunities to practice newly learned skills through less-structured recreational camping activities. 87.5% of the participants reported that the weekend activities strengthened their families.

Accomplishments and Impacts:

Formal youth evaluations suggest that they are more aware of family members' feelings, family patterns of communicating and of obstacles that "get in the way" of communication.

	Before camp	After camp
My family lets me have my own thoughts and feelings	68%	89%
I can tell by looking when a family member has had a good/bad day	74%	89%
We have set ways of making up after a fight	65%	89%
We interrupt each other a lot	58%	56%

Parents became more understanding, nurturing and enthusiastic with their children as well as better role models. On a scale of 1-5 (5 max)

	Before camp mean	After camp mean
My parents behave the way they tell me to behave	4.00	4.44
My parents listen to my stories and how my day went	3.63	3.67
My family asks me about my feelings	3.16	3.56

Facilitator's comments: "I was struck by the level of enthusiasm and commitment of the parents and gratified to know that people who had come either last year or the year before had

particularly strong memories of their prior Adventure day. It meant something we had done with them in the past had value for them.”

Resource Commitment:

On average, family camp for one weekend experience cost \$200.00 per family of four, which includes meals, lodging, craft supplies and a percentage of costs associated with adventure facilitators and support staff. Phillipsburg Housing Authority has agreed to pay \$25.00 per person towards their residents attending the camp. New Jersey’s CYFAR project has funded family camp for the past three years.

Collaborators:

Phillipsburg Housing Authority; Warren County Welfare Department; NORWESCAP; School Based Youth Services; Warren County Human Services Department; Phillipsburg Employment Services; Catholic Charities; Phillipsburg Head Start; Positive Futures for NJ Families State CYFAR Coalition; Rutgers Cooperative Extension Department of Extension Specialists; Rutgers Cooperative Extension Family and Consumer Sciences Department; USDA.

Contact Person(s):

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Base program areas to which this program applies:

Family Development & Resource Management
4-H Development

Pennsylvania

Roosevelt Day On The Farm

Situation:

Roosevelt School is a Delaware County Intermediate Unit School of 29 students classified as needing physical support and multi-disability support. Ninety percent of the students are wheelchair bound or use walkers and 11 are non-verbal. Several are severely challenged and require one-on-one nursing at all times.

Program Description:

For 16 years the Extension agent has been coordinating a weekly 4-H Club meeting on Friday afternoons for these students. The club members elect officers, plan meetings for the year, and complete a variety of 4-H projects, including rocketry, woodworking, entomology, sewing, cooking, candy making and more.

One of the highlights of the program is the yearly trip to the Delaware County 4-H Center where countywide clubs raise their project animals. The Garrett Williamson Foundation provides the facility rent-free for 4-H use. This event always takes place on the first Friday of May, the day before the Spring Fair and Open House.

As the handicapped children arrive, they are assisted in completing a craft activity while they wait for others. This activity, run by the County Teen Council, can be anything from stenciling painter's caps, to sand art or swirl art painting. When all have arrived, the president calls the meeting to order and the pledges are said. School students and 4-H members form buddy groups. This is probably one of the best experiences of the day because the kids really get to know each other. The buddies go for a tour of the barn to see the animals and exhibits that are on display, and several members give demonstrations ranging from sheep shearing to horse grooming to pet care.

After the tour and demonstrations, everyone is loaded up for the hay ride. Some of the children are taken out of their wheelchairs and loaded on a real hay wagon with their buddies. Others are wheeled onto a flatbed trailer and their chairs are braked and tied down. Bales of hay surround the sides and are placed in the middle as well for the buddies to sit on. Following the hayride, interactive entertainment is provided. Some years a storyteller uses the children and life size puppets to make their stories come to life. Clowns, singers, magicians, and jugglers may perform. This year, a special carnival was set up to provide an opportunity for the students to develop some of their life skills through community based instruction. The students were given a play \$10 bill for tickets to a variety of carnival games. Teen Council members and parents operated the various games while the buddies helped wheel the students from game to game or, if necessary, helped them play the games.

The following day is Spring Fair, so each student who is also a 4-H member has two projects that he/she has entered for judging. At the conclusion of lunch, an awards ceremony is held and Grand Champion and Reserve Champion ribbons are presented. Members also receive monetary prizes for their projects. The day concludes with sno-cones for all before they take their buses home.

Stakeholder Satisfaction:

Youth and staff from the Roosevelt school have been participating in the program for 16 years. It is the only field trip opportunity that the students take due to the challenging transportation logistics. Since the Intermediate Unit has no busing, all the transportation is arranged by calling 13 individual school districts and getting permission from the transportation directors to drop the children off at the 4-H farm in the morning and to pick them up at the farm in the afternoon.

Accomplishments and Impacts:

In addition to being called the best day of the year by both the students and teaching staff at Roosevelt, we have found it is also one of the best days of the year for our 4-H members that help with the program. The 4-Hers look forward to seeing their buddies in future years and develop a sense of understanding and caring for others. There are 29 students/4-H members and 12 teachers and aides from Roosevelt plus another 35 to 40 other 4-H members and parents

participating in the day's activities. Other programs have been developed due to the long-time collaboration with the Intermediate Unit.

Resource Commitment:

Financial support for the 4-H program at Roosevelt School is provided by grant money from the Media Rotary club each year. These monies provide for special speakers and performances and for the supplies needed to do the rocketry, woodworking and other projects.

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